



**George Mason University
College of Education and Human Development**

EDEP 597 One Health Education
Study Abroad Program
3-6 credits, [Summer, 2025]
CRN: (1 Section)
May 16th – May 30th 2025

Faculty

Name:
Office Hours:
Office Location:
Email Address:

Prerequisites/Corequisites

None

University Catalog Course Description

Study abroad program under the supervision of George Mason University faculty. Course topics, content and locations may vary. Students from various fields can take this course, including education, social sciences, health sciences, and other interdisciplinary fields. Students have the option to take Track 1: (3 credits) One Health and Track 2 (3 credits): Education and Psychology for Sustainability across Cultures.

Course Overview

One Health Education is an interdisciplinary perspective to health and education that emphasizes the interconnectedness of human health and psychology, animal health, and the environment. This course is designed to incorporate aspects of education, culture and psychology, environment, animal health, infectious diseases, food and water safety, public health policy, economics, and ethics to provide a holistic understanding of health. This study abroad course is also designed to support students as they think critically and problem-solve complex global health challenges, with collaboration across various fields. The highlight of this course is bringing students together from multiple countries, universities, and backgrounds to address complex one health education issues. It's a shared learning approach to tackle real world challenges in situ.

Co-teaching Structure

To best support students, this course is being taught as a seminar by multiple faculty who are researchers in their respective fields. Doing so will allow students to be exposed to multiple perspectives across multiple fields of interests.

Course Delivery Method

This study abroad course will be delivered face-to-face across the span of two weeks under the supervision of George Mason University faculty.

Brief Itinerary

- Friday, May 16th: Depart for Greece
- Sunday, May 18th: Explore the city
- Monday, May 19th: Begin course instruction, lectures, and field base training
- Thursday, May 28th: One Health Education Case Competition
- Friday, May 29th: Explore Athens
- Saturday, May 30th: Depart from Athens to USA

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on Monday, the day our instruction to the study abroad course begins on the Schedule of Classes (see course schedule for instructional days).
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three (3) times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the study abroad course, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities (synchronous/asynchronous), including assignments and small group work
3. Readings, videos/other media, and presentation activities
4. Electronic supplements and activities via Blackboard
5. One Health Education Case Competition

Course Objectives and Learner Outcomes

This course is designed to enable students or tutors to do the following:

1. Develop an understanding of One Health Education and define key terms related to the intersection of human health, animal health, and the environment.
2. Describe the need and practical application of interdisciplinary approaches to One Health Education.
3. Incorporate SRL mechanisms towards One Health Education critical thinking and problem-solving.
4. Explain interdisciplinary concepts of One Health Education.
5. Interpret key concepts of One Health Education as it relates to global, public, health.
6. Analyze research data, verify hypotheses and reach conclusions, taking in consideration also the relevant scientific literature
7. Design environmental education programs and materials for formal and informal learning frameworks

Relationship to Program Goals and Professional Standards

Upon completion of this course, students will have met the following Program standards:

Standard 1. Students will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation and others to analyze and design innovative educational interventions in One Health Education.

Standard 4. Students will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

Standard 5. Students will demonstrate professional dispositions such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

No Required Textbook

Suggested Texts

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed). American Psychological Association. <https://doi.org/10.1037/0000165-000> ISBN-13:9781433832154

Atlas, R. M., & Maloy, S. (Eds.). (2014). *One Health: people, animals, and the environment*. ASM Press. (ISBN: 978-1-55581-842-5).

Kitsantas, A., Cleary, T., DiBenedetto, M. K., & Hiller, S. (2024). *Essentials of research methods for educators*. SAGE publishing.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

It is expected that each student will:

1. Attend each class session.
2. Complete all assigned readings and activities for the course.
3. Post weekly reflections to Blackboard about course readings and/or activities, and recommendations of evidence-based learning strategies. Posts can include, for example, a brief discussion which includes a question related to readings and/or multi-media materials before the session.
4. Engage in the One Health Education Case competition.

**Late assignments will not be accepted by the instructor unless a serious emergency arises and the instructor is notified promptly. If an emergency occurs, please notify the instructor in advance or as soon as possible.*

Assignments and Examinations

Weekly Reflection Assignment (20 points—10 points per reflection)

Purpose: The purpose of this assignment is two-fold: to provide students with guided questions to reflect on (a) course readings and content discussed in class, and (b) their experiences applying their knowledge as they work on their One Health Education projects. Additionally, this assignment provides students with the opportunity to engage with their peers and share thoughts in an informal manner outside of class. This assignment is also designed to facilitate class discussion, as reflections raised in the weekly reflections may be discussed in class.

Instructions: Students are expected to post weekly brief reflections on the assigned course readings and/or respond to specific mini assignment prompts from the instructor on Blackboard. Students are encouraged to use these weekly reflections to raise questions and make connections between the course content and their own experiences. Additionally, students are expected to read and respond

to at least two of their classmates' posts each week. The instructor will periodically use questions and responses posted to the discussion board to guide in-class discussions.

Reflections are to be posted on Blackboard by *midnight every Thursday*. The two responses to classmates are to be posted by *noon on Friday*.

Students may miss or post late two weekly reflection assignments without penalty.

One Health Education Case Study Competition (50 points)*

In the One Health Education Case competition, students will be working in interdisciplinary teams to identify, evaluate and devise a plan for addressing a critical health issue using SRL processes.

Students will then participate in a One Health Education Case Study competition where they will be expected to present their case and strategic solutions. This assignment will be assessed in four parts:

a) *Description of Case*

A description of the selected critical health issue that will be addressed in the One Health Education case. Descriptions should be evidence based with interdisciplinary characteristics embedded throughout.

b) *Interdisciplinary Embedded Response and Surveillance Plan*

The embedded plan should include interdisciplinary approaches to the response and surveillance of the critical health issue. Students should present case objectives using SMART goals (specific, measurable, achievable, relevant, and time-bound), with SRL processes presented for strategic solutions, differentiation, and surveillance.

c) *Engagement in One Health Case Competition*

Teams will be expected to engage in the One Health Education Case competition by exhibiting professional decorum as they present their case.

d) *Reflective Statement*

Students will individually complete a brief (**500 words max**) reflection on their experience in developing their case and their experience engaging in the One Health Education Case competition.

- **Students who are registering for 6 credits will complete two competitions related to each strand course. These students will have two more weeks to submit their projects.**

Rubric for One Health Education Case Study:

<https://com125socialmedia.wordpress.com/major-assignments/grading-rubric-for-case-studies/>

One Health Education Portfolio (20 points)

Purpose: The purpose of this One Health Education Portfolio is to demonstrate your growth and development as a One Health Education professional. The portfolio will consist of a collection of reflections and case study documents.

Instructions: For this portfolio you will include a series of reflections – (1) What are your initial understanding of One Health? (~ 500 words); (2) Collection of weekly reflections submitted on

Blackboard in a running document; (3) Final reflection outlining how your initial understandings have changed in this course, and how this course has influenced your academic and professional goals (~ 800-1000 words; please include references) – as well as the compiled documents from the Case Study Competition (e.g., written description of the case, detailed interdisciplinary plan, reflective statement).

Assignment	Points
Participation and Attendance	10
Weekly Reflections (10 pts. x 2)	20
One Health Education Case Study Competition	50
One Health Education Portfolio	20
Total	100

Grading

Students' final grade for this class will be based on the following:

A+ = 98 – 100%	A = 93 – 97.99%	A- = 90 – 92.99%
B+ = 88 – 89.99%	B = 83 – 87.99%	B- = 80 – 82.99%
C = 70 – 79.99%	D = 60 – 69.99%	F < 70%

** Late assignments will be deducted by half a letter grade per day that it is late (i.e., a grade of 'A' will be marked down to 'A-'; a grade of 'B+' will be marked down to a 'B')*

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/policies-procedures/>

Tentative Course Schedule

*OHE (One Health Education)

Date/ Time	Activity	Point of Contact	Where
Friday, May 16th			
	Prepare for Departure from the US	Prof. Kitsantas	IAD/FL
Saturday, May 17th			
8:00 PM	Arrive in Greece Welcome Dinner ~ 50 students (12 from UF, 12 from GMU, and 20 from UOI)	ALL	Stoa Louli
Sunday, May 18th			
12:00 – 4:00 PM	UOI and City of Ioannina Safety Orientation Lunch Expectations for study abroad and course	Prof. Plakitsi	UOI
8:00 PM	Dinner Itinerary Review	Prof. Plakitsi	Stoa Louli
Monday, May 19th			
9:30 – 10:30 AM	Welcome from the University Leadership Introductions – Faculty & Students Ice breaker for students across units	ALL	UOI
10:45–12:30 PM	History of OHE - Micro to Planetary Health Careers in OHE OHE in Action: A Planet in Reaction	Prof. Von Fricken	

Date/ Time	Activity	Point of Contact	Where
12:30 – 1:30 PM	Lunch (Catering from La Reference; 50 people)	ALL	On Site (UOI)
2:00 – 3:00 PM	Myths and Facts in OHE: Educational and Psychological Influences	Prof. Evagelia Karagiannopoulou and Prof. Tsitsanoudi	
3:00 – 4:00 PM	Key Challenges: Critical Issues in OHE Introduction to Critical Thinking in OHE	Prof. Von Fricken and Kitsantas	
4:00 – 5:00 PM	Generative AI in OHE	Prof. Pagge	
5:00 – 8:00 PM	Rest at apartments & Dinner Dinner Options will be provided (NOT INCLUDED)		
Tuesday, May 20th			
9:30 – 10:30 AM	Historical Context of Regional Challenges	Prof. Plakitsi	UOI
10:30 – 11:30 AM	Breakout Groups: Environment, Health and Global Security, Cultural and Psychological Influences on Health	Prof. Von Fricken and Kitsantas	
11:30 AM – 12:30 PM	Introduction to Research Methods in Education Teaching for Sustainability	Prof. Kitsantas and Plakitsi	
12:30 – 1:30 PM	Lunch		
1:30 – 2:30 PM	OHE Challenges and Climate Change	Prof. Leonardos	
2:30 – 5:00 PM	Jigsaw Method (Case Study) – <i>Cooling off a Warming Planet: Analyzing the Tradeoffs in Policies for Climate Change</i>	Prof. Kolokouri and Kornelaki	
5:00 – 8:00 PM	Rest at apartments & Dinner Suggested Dinner Options (NOT INCLUDED in cost)		
Wednesday, May 21st			
9:30 – 4:00 PM	Field Based Training & Site Visits Lunch provided in field	Prof. Von Fricken	
Thursday, May 22nd			
9:30 – 11:00 AM	Microbioma and Diseases	Prof. Batistatou	UOI
11:15-12:30 PM	Group Work: Project Design – Human Practices Overview of case competition framework Lecture: STREAM Projects, Science Communication	Prof. Andreou	
12:30 – 1:30 PM	Lunch		
1:30 – 2:30 PM	Group Work: Work in Progress (based on the pre-visit activity and field work): QA regarding OHE Case Competition Brief	ALL	
2:30 – 5:00 PM	Meet with faculty mentors to facilitate group work		
5:00 – 8:00 PM	Rest at apartments & Dinner Suggested Dinner Options (NOT INCLUDED in cost)		
Friday, May 23rd			
8:00 AM – 4:00 PM	Field Based Training & Site Visits <i>Itinerary One:</i> Kiki Kati – Developmental Body of Epirus <i>Itinerary Two:</i> Geopark Vikos - Aoos	Prof. Von Fricken Kolokouri, Plakitsi and Kornelaki	Travel
Saturday, May 24th			

Date/ Time	Activity	Point of Contact	Where
	Ionian Islands Tour (Cultural): Tourist Destination Activities		Travel
Sunday, May 25th			
	Ionian Islands Tour (Cultural): Tourist Destination Activities		Travel
Monday, May 26th			
9:30 – 11:00 AM	Overview of Case Competition Framework – Mentor Assignment	Prof. Von Fricken	
11:15-12:15 PM	Group Work: Work in Progress--Field work with mentors	Prof. Von Fricken	Field-work Site
12:30 – 1:30 PM	Lunch		
1:30 – 2:30 PM	Group Work: Work in Progress (based on the pre-visit activity and field work) at relevant fieldwork locations (e.g., Lake Pamvotis) QA regarding OHE Case Competition Brief	Profs. Von Fricken, Kolokouri, Plakitsi and Kornelaki	Field-work Location
2:30 – 5:00 PM	Meet with faculty mentors to facilitate group work		
	Rest at apartments & Dinner Suggested Dinner Options (NOT INCLUDED)		
Tuesday, May 26th			
9:30– 12:30 PM	Visiting the Museum of History of Medicine OHE’s Role in Public Health, health promotion, health interventions Key Organizations involved in OHE Role of Economics in OHE Challenges	Evi Ntzani & Museum Directors	
12:30-1:30PM	Lunch		
1:30 – 5:00 PM	Group Work for OHE Case Competition Brief	ALL	
5:00 – 8:00 PM	Rest at apartments & Dinner Suggested Dinner Options (NOT INCLUDED)		
Wednesday, May 27th			
9:30 – 1:00 AM	Group Work for OHE Case Competition Brief	Prof. Von Fricken,	UOI
12:30-1:30 PM	Lunch		
1:30 – 5:00 PM	OHE Poster Session	Profs. Andreou, Kolokouri	
5:00 – 8:00 PM	Rest at apartments & Dinner Suggested Dinner Options (NOT INCLUDED)		
Thursday, May 28th			
	Students’ preparation to depart!		UOI
2:00-4:00 PM	Bus to Athens		
Friday, May 29th			
	Athens Visit	Profs. Von Fricken and Kitsantas	
Saturday, May 30th			
	Depart		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students; **all weekly reflections will be due on Blackboard by Thursday (midnight) with peer responses due Friday (noon).**

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA (Student Learning & Licensure) should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Classroom Climate

Students are encouraged to discuss and share ideas with their classmates. To facilitate a respectful and inclusive classroom climate, be open to explore and challenge each other's ideas without criticizing individuals. Diversity is a source of creativity and innovation and I ask that students appreciate diverse perspectives, that they listen respectfully and let everyone speak. If students have concerns about the dynamics or classroom climate, please do not hesitate to bring them to my attention.

The College of Education and Human Development seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age, and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Gender identity and pronoun use: If students wish, please share their name and gender pronouns with me and how best to address them in class and via email. I use *[pronouns]* for myself and students may address me as “[first name]”, “Dr. [last name]” or “[Mrs./Ms. Mr.] [last name]” in email and verbally. [LIST FOR EACH INSTRUCTOR]

Appendix

Assessment Rubric(s)

Self-Evaluation Rubric for Student Participation (completed by student at end of each class)

	Exemplary (4)	Proficient (3)	Developing (2)	Unacceptable (1)
Frequency of Participation	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.
Quality of Comments	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion.	My comments were uninformative, relied heavily on opinion, or I did not comment.
Listening Skills	I listened attentively the majority of the time when others presented/shared material and or perspectives.	I was mostly attentive when others presented ideas, materials.	I was somewhat inattentive today. Occasionally I spoke while others were speaking.	I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).
Preparation	I was well prepared for today's class; completed all of the reading.	I was mostly prepared for today's class; completed most of the reading.	I was somewhat prepared for today's class; completed some of the reading.	I was unprepared for today's class; I completed little of none of the reading.

Weekly Reflections Rubric

Meets Standard (3 point)	Approaches Standard (1.5 points)	Does Not Meet Standard (0 points)
<p>Posts and questions demonstrate deep insight and connections to course readings and class content; questions are thoughtful, and self-reflection is meaningful.</p> <p>Responses to two classmates are thoughtful and demonstrate careful reflection; offers support for challenges.</p>	<p>Posts and questions are incomplete or demonstrate little thought and insight into course readings and class content. No self-reflection is provided.</p> <p>Response to only one classmate is provided.</p>	<p>Posts are missing or ideas are off topic.</p> <p>Responses are missing or off topic/ no thought is provided.</p>

One Health Education Case Competition

The One Health Education Case Competition is completed during EDEP497/597 and is assessed by the instructor. Students must earn an overall score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific One Health Education related case and the impact on global health.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Section 1: Preparing for Case Development				
Topic Identification	Students do not collaborate with the instructor to identify a topic by the assigned deadline.	Students do collaborate with the instructor to identify a topic but does not meet the assigned deadline.	Students collaborate with the instructor to identify a topic by the assigned deadline.	
Draft	Students do not create an initial draft of One Health case.	Students create an initial draft of One Health case but does not meet the assigned deadline.	Students do create an initial draft of One Health case and meets the assigned deadline.	
Section 2: Case Planning and Development				
Description of One Health Case	Students do not provide a description of One Health case.	Students provide a limited description of One Health case that reflects some understanding of critical health issues, evidence based, and interdisciplinary approaches to solutions and surveillance. Limited connections are made to course readings.	Students provide a brief description of One Health case that reflects some understanding of critical health issues, evidence based, and interdisciplinary approaches to solutions and surveillance. General connections are made to course readings.	Students provide a rich description of One Health case that reflects some understanding of critical health issues, evidence based, and interdisciplinary approaches to solutions and surveillance. Explicit connections are made to course readings.
Critical Health Issue	Students do not include critical health issue to be addressed.		Students include critical health issue to be addressed.	
Case Objectives	Students do not include case objectives.	Students do include case objectives but they are not SMART (specific, measurable, achievable, relevant, and time-bound) and/or not aligned.	Students include SMART case objectives that are clearly aligned.	Students include SMART objectives that are clearly aligned and address multiple SRL processes.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
Strategic Solutions	Students do not include a variety of strategic solutions for One Health case.	Students include a limited number of strategic solutions for One Health case.	Students incorporate strategic solutions for One Health case to address global solutions.	Students include a variety of strategic solutions for One Health case to address global solutions.
Surveillance/Intervention	Students do not include surveillance checks for evaluating, differentiating, and/or maintaining strategic solutions.	Students include a limited number of surveillance checks for evaluating, differentiating, and/or maintaining strategic solutions.	Students include surveillance checks for evaluating, differentiating, and/or maintaining strategic solutions.	Students include a variety of surveillance checks for evaluating, differentiating, and/or maintaining strategic solutions.
Section 3: Case Development and Competition Engagement Reflection				
Reflection Statement	Student does not holistically reflect on learning from the planning and competitive process and does not set future goals.	Student's holistic reflection is limited in depth and focuses broadly on the planning and competition process and future goals.	Student's holistic reflection focuses on lessons learned from engaging in the planning and competition process and sets future goals. General connections to course content are included.	Student's holistic reflection thoroughly focuses on lessons learned from engaging in the planning and competition process and sets future goals. Specific connections to course content are included.

One Health Education Portfolio Rubric

Purpose: The purpose of this One Health Education Portfolio is to demonstrate your growth and development as a One Health Education professional. The portfolio will consist of a collection of reflections and case study documents. Students must earn an overall score of 2 to be successful on this assignment. If a student does not earn a 2 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing students professional growth in One Health Education.

Statement of Understanding	Unacceptable (1) Student does not clearly articulate their current understanding of OHE.	Competent (2) Student articulates their current understanding of OHE.	Advanced (3) Student articulates their current understanding of OHE, but effectively alludes to specific anecdotes to support that current understanding.
Collection of Reflections	Unacceptable (1) Reflections are not presented in an organized manner; not all documents are presented.	Acceptable (2) All reflections are presented in an organized manner.	
Case Study Archive	Unacceptable (1) Case study documents are not presented in an organized manner; not all documents are presented.	Acceptable (2) Case study documents are presented in an organized manner.	
Final Reflection	Unacceptable (1) Student does not clearly articulate how their understanding of OHE has changed throughout the course. Student does not present how this course has influenced their academic and professional goals. Student does not provide references.	Competent (2) Student clearly articulates how their understanding of OHE has changed throughout the course. Student presents how this course has influenced their academic and professional goals. Student uses references appropriately to support their understanding.	Advanced (3) Student clearly and effectively articulates how their understanding of OHE has changed throughout the course. Student presents how this course has influenced their academic and professional goals with effective anecdotes. Student uses references appropriately to support their understanding.
Language and Writing	Unacceptable (1) Numerous errors or error patterns in grammar, mechanics or spelling distract the reader from the content. Language is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development. Current APA format is not applied accurately.	Competent (2) Minimal to few errors in grammar, mechanics or spelling. Uses elaboration to express ideas. Writing is at the graduate level, but may benefit from more careful editing. Current APA format is applied accurately	Advanced (3) Student makes no or very few errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing. Current APA format is applied accurately